



## ***Clinton County Board of Education***

***Mickey McFall, Superintendent***

**Route 4 Box 100**

**Albany, Kentucky 42602**

**Phone: (606) 387-6480**

**Fax: (606) 387-5437**

Ned Davis-Chairman  
Junior Elmore-Vice-Chairman

Beth Huff-Board Member  
Wayne Hughes-Board Member  
Goldie Stonecipher-Board Member

July 23, 2007

John Fields  
15<sup>th</sup> Floor, Capital Plaza Tower  
500 Mero Street  
Frankfort, Kentucky 40601

Dear Mr. Fields:

Enclosed is Clinton County School District's amended Certified Personnel Committee Evaluation Plan amended by the Certified Personnel Evaluation Committee on July 5, 2007 and approved by the Clinton County Board of Education on July 19, 2007. Please notify us should you have any questions.

Sincerely,

Mickey McFall, Superintendent

MVM/cp

## ASSURANCES

### CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Clinton County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on Thursday, July 19, 2007.

Michéle McFall  
Signature of District Superintendent

8/13/07

Date

Paul Davis  
Signature of Chairperson, Board of Education

8/13/07

Date

# CLINTON COUNTY BOARD OF EDUCATION CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

Clinton County Board of Education

Name of District

(606) 387-6480

Telephone

Route 4, Box 100

Address

Albany, Kentucky

City State

42602

Zip Code

Mickey McFall

Superintendent

Mickey McFall

Evaluation Contact Person

(606) 387-6480

Telephone

## Evaluation Plan Development Committee Members and Their Position Titles:

Jennifer Preston

A.E.S. Teacher✓

Teresa Williams

A.E.S. Teacher✓

Tim Armstrong

A.E.S. Principal✓

Tim Duvall

C.C.M.S. Teacher✓

Kathy Hunter

C.C.H.S. Teacher✓

Melissa Campbell

A.E.S. Counselor✓

David Warinner

C.C.H.S. Principal✓

Judy Tallent

C.C.H.S. Counselor✓

Donna Groce

C.C.H.S. Teacher✓

Amy Davis

C.C.M.S. Teacher✓

Eric Mercer

A.E.S. Teacher✓

Jimmy Brown

C.C.M.S. Principal✓

Wilma Moons

C.C.M.S. Counselor✓

Paula Little

Instructional Supervisor✓

# **CLINTON COUNTY BOARD OF EDUCATION EVALUATION PLAN STATEMENT OF PHILOSOPHY**

Professional development is a continuous, cooperatively planned program to improve the performance of each staff member and to help him/her become the best professional person possible. This involves the assessment of strengths and weaknesses of each staff member in order to develop a plan that will provide positive change in achieving educational goals. The plan includes monitoring procedures and evaluation, which will provide each individual with the opportunity to develop his/her potential. The purposes of the evaluation system shall be to improve instruction, provide a measure of performance accountability to the community, provide encouragement and incentive for employees to improve performance, and support individual personnel decisions. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

## **PROCEDURES FOR EVALUATION**

Clinton County Schools' Evaluation Committee, composed of an equal number of teachers and administrators, meets a minimum of once per year for the purpose of reviewing and revising the evaluation procedures. The plan is presented to the Clinton County Board of Education for approval after each revision. The evaluation plan does not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

The immediate supervisor shall be the primary evaluator. Other qualified staff may assist in the evaluation. Teaching/learning situations will be visited periodically by the supervisor in order to become better acquainted with the members of the faculty, to observe good practices, which may be shared with other personnel, and to develop an atmosphere of mutual interest in the welfare of the school system. All monitoring and observations will be with the full knowledge of the employee. Supervision is an essential part of the teaching/learning process. Properly used, it promotes the exchange of ideas and allows for suggestions to enhance strengths and to overcome weaknesses. The supervising personnel should be considered resource persons who may be called upon for assistance or for sharing ideas, which have proven to be successful.

Special category teachers or itinerant teachers who divide their time between two or more buildings will have at least one classroom observation by each principal. The base school principal will be responsible for completing the Evaluation Report II with input from supporting principals.

Every administrator responsible for the evaluation of employees will receive a minimum of twelve (12) hours training each biennium in procedures concerning

the use of Clinton County's evaluation plan and skill development in the identification of effective teaching and management practices. Documentation of this training will be kept in a file at the Central Office.

### **SPECIFIC PROCEDURES AND TIME SCHEDULES FOR EVALUATION**

#### **I. Guide for Primary Evaluator**

A. During the first month of an evaluation cycle, an annual evaluation folder shall be started for each certified person to be evaluated. The folder shall contain:

1. The Clinton County District Certified Evaluation Plan
2. The appropriate evaluation forms:  
Formative Conferencing Form  
Summative Evaluation Report
3. Standards for evaluation

B. The Primary Evaluator shall prepare a master list of total staff plus the part-time and itinerant teachers s (he) will evaluate. The Primary Evaluator shall conduct proper staff development/orientation to make all certified personnel aware of the criteria and guidelines by which they will be evaluated. The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with all certified school personnel no later than the end of the first month of reporting for employment each school year.

#### **II. Teacher Evaluation Time Schedule**

- A. Evaluation for non-tenure teachers shall be completed each year prior to April 15 with one (1) copy of all evaluations to be filed in the Superintendent's office by this date.
- B. Evaluations for teachers working on a required Corrective Action Plan must be completed prior to April 1 with a completed evaluation in the superintendent's office by this date.
- C. All other teacher evaluations must be completed at least two (2) weeks before school ends each year.
- D. With the exception of A & B, one (1) copy of all evaluations shall be filed in the superintendent's office each year one (1) week after school ends.
- E. A completed evaluation shall include:
  1. The proper number of completed Classroom Observation Reports, utilizing the Formative Conferencing Form.
  2. A completed Teacher Summative Evaluation Report.
  3. Corrective Action Plans when required.
  4. Appropriate attached letters
  5. Professional Growth Plan

*with multiple observations*

### **III. The Formative Process**

**Planning the observation:** The observation is designed to strengthen the instructional program. Prior to the observation the planning may include discussions between the Evaluator, or Designee and the evaluatee as to the ground rules for making the observation (pre-conference). There are several points that should be made:

1. The completion of the Formative Conferencing Form <sup>(FCF)</sup> shall begin shortly after school starts and should be appropriately scheduled throughout the year. The first observation for non-tenured teachers should occur before the end of the second school month. This report is designed to be completed immediately after each scheduled observation which has been a minimum of thirty (30) minutes. A FCF shall be completed after each evaluation. A copy of this report shall be given to the evaluatee within two (2) school days after the observation. This report shall be signed by the evaluator and evaluatee.
2. The Formative Conferencing Form is a specific part of the Clinton County employee's job description.
3. All observations shall be conducted openly and may include both scheduled and unscheduled visits. Multiple observations should occur for both teachers and administrators when an observation is unsatisfactory.
4. The Clinton County evaluation system also takes into account an employee's characteristics and behaviors, many of which may not be easily observable during the presentation of a lesson. These characteristics are observed and measured throughout the entire year. It is a continuous process that should begin the first month of school and conclude after the observations in time to meet report deadlines.
5. A letter written to the evaluatee by the Evaluator, or Designee and other notes and remarks that are properly given to the evaluatee may also be a very important part of the evaluation system. At no time, however, should a document of which the evaluatee is unaware be a part of the evaluation process.
6. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the evaluatee's written request, the evaluator shall select the third-party observer. The third party observer shall conduct the observation alone, and shall report back to the evaluator and evaluatee within five (5) working days his/her findings.

#### **IV. Summative Evaluation for Teachers**

**The Summative Evaluation is a composite summary of the information obtained through the classroom observations, conferences, the Formative Conferencing Form, and other non-classroom related data that has been collected openly. The Summative Evaluation will serve as a basis for administrative decision-making.**

**The evaluator and the evaluatee should sign the Summative Evaluation. The evaluatee shall receive a copy of the summative evaluation. The signature of the person being evaluated is only an acknowledgment that the evaluation occurred and was discussed with the evaluatee.**

#### **V. Ratings**

**There are four ratings that employees may receive on each item (standard) on the evaluation system. (Formative Conferencing Form)**

- |                             |  |
|-----------------------------|--|
| <b>4. Excellent:</b>        | <b>More than meets the quality or the skill and exceeds the requirements.</b>                          |
| <b>3. Competent:</b>        | <b>Demonstrates the quality or the skill at an acceptable level of performance.</b>                    |
| <b>2. Needs Assistance:</b> | <b>Partially demonstrates the quality or the skill, but not at the desirable level of performance.</b> |
| <b>1. Unsatisfactory:</b>   | <b>Does not demonstrate acceptable performance of the quality or the skill.</b>                        |

**Written comments are encouraged in order to give positive feedback on a teacher's exceptional areas.**

## **VI. Conferences**

- A. The Component of the Clinton County Plan that is most critical is the conference. A conference shall be held within one week (5 school days) after each observation as well as the conclusion of the evaluation time period for both teachers and administrators. Other times when a conference is required include:**
  - 1. A Pre-conference orientation before the first observation.**
  - 2. If a teacher and/or administrator request a conference.**
  - 3. If any item (standard) is marked (1): Does not meet district standards.**
  - 4. Appropriate follow up - Conferences for teachers working on a required Corrective Action Plan.**
  - 5. One summative conference for all teachers and administrators at the evaluation's conclusion.**
- B. The conference should be well planned and the information to be discussed should be well written. Remember that the conference is a very important time for both the evaluator and the evaluatee to establish good communication and a good working relationship.**

## **VII. Plans for Professional Growth**

**The Professional Growth Plan is a plan whereby the evaluatee is given assistance for becoming more proficient as a teacher or administrator. The individualized plan includes objectives, a plan for achieving the objectives and a method for evaluating success. The individualized professional growth plan shall be aligned with specific goals and objectives of the Comprehensive School Improvement Plan.**

- A. Professional Growth Plan**
  - 1. During the Summative Conference, the evaluatee and evaluator will select items to be included in the Professional Growth Plan. The items selected may be aligned with the Comprehensive School or District Improvement Plan and/or professional development plan.**
  - 2. The Professional Growth Plan Form shall be completed and kept by the certified employees. A copy of this plan shall also be kept on file by the evaluator.**
  - 3. Assistance shall be available to any employee from the principal or supervisory staff to meet the needs of the Professional Growth Plan.**



4. Every certified employee's professional growth plan shall be reviewed annually.

**B. Corrective Action Plan for Certified Personnel**

1. Any time any item (standard) is marked, 1: "on the summative form" does not meet district standards, a conference is required within five (5) school days.
2. The conference shall lead to a Corrective Action Plan to be initiated within five (5) school days of the conference.
3. The Corrective Action Plan at a minimum shall include:
  - a. The item (standard) and specific recommendations for improvement.
  - b. Specifically, how will the evaluatee attempt to improve?
  - c. Specifically, how will the evaluator assist in the corrective action plan?
  - d. What will be the time line for improvement?
  - e. The Corrective Action Plan should be well written and improvement or lack of improvement should be well documented during the time specified.
  - f. The plan should be written cooperatively by the evaluatee and the evaluator.
  - g. The Corrective Action Plan shall be used.
  - h. The Corrective Action Plan should culminate in a written report by the evaluator to the evaluatee. The report should address one or more of the following points:
    1. Satisfactory Improvement.
    2. Improvement has not been satisfactory but the evaluator feels it would benefit the evaluatee to continue the improvement plan into the next school year.
    3. Unsatisfactory - not recommended for reemployment.

**VIII. Forms and the Number of Observations and Evaluations**

- A. The Formative Conferencing Form is designed to be used by personnel responsible for teacher/administrator evaluation. Any person using these forms as the part of the Clinton County evaluation process shall successfully complete the Professional Growth and Evaluation of Certified Personnel Training. This form is designed to be used throughout the year and to summarize an observation.
- B. The Summative Evaluation for Teachers is designed to provide a summative report for the year.

**C. There will be three levels of evaluations.**

1. Tenured teachers will have one observation every three years with The Formative Conferencing Form. Also, at the end of three (3) years, the Summative Evaluation for Teachers will be completed.
2. Non-tenured teachers will have two observations with the Formative Conferencing Form completed every year. At the end of that year, the Summative Evaluation for Teachers will be completed.
3. Interns will be evaluated by KTIP procedures. In addition, the Summative Evaluation for Teachers must be completed.

**D. The above numbers are minimums and do not limit observations or evaluative reports that are considered necessary by the principal.**

**E. All evaluations completed on approved forms will become a part of the employee's official personnel file.**

**F. Written Disagreement: Any certified staff member disagreeing to any evaluation report or part thereof, may have attached to the evaluation a written statement expressing disagreement. This report and attachment will be included in the certified employee's personnel file.**

**IX. Certified Employees Evaluation Appeal Panel**

The Clinton County Board of Education shall establish an appeals panel for evaluation according to KRS 156.101.

**MEMBERSHIP**

1. The certified employees shall elect two members and two alternates to serve on the panel.
  - A. Each school shall nominate two certified employees willing to serve as a panel member.

- B. Ballots listing the candidates shall be prepared by the Local Education Association President and distributed to the building representatives. The President will set the day and time for the election.**
  - C. Ballots shall be collected and counted by building representatives (or designee) at each school.**
  - D. A tally sheet shall be kept on file in the Superintendent's office for two school years.**
  - E. Candidates receiving the third and fourth largest number of votes shall be named as alternate members of the appeal panel.**
- 2. The Board of Education shall appoint one certified employee and an alternate to serve on the panel.**
- 3. Terms shall be for two years to run July 1 to June 30, with elections and appointments occurring each odd numbered year unless a member is no longer employed. In that case the first alternate will fill the vacant position for the remainder of the term.**
  - 4. Members may be reelected or reappointed.**
  - 5. The three panel members shall elect a chairperson at the first meeting of the Panel during the year.**
  - 6. Each principal will make the staff of that building aware of the members on the Panel.**
  - 7. No member of the panel shall serve on any panel for which s (he) was the evaluator or evaluatee.**
  - 8. No panel member shall serve on any appeal brought by the member or member's immediate family. "Immediate family" is interpreted to mean spouse, children, parents, spouse's parent, brother, sister, and spouse's brother or sister.**

## **FORMAT FOR ADMINISTRATOR EVALUATION**

- I. Evaluation for administrators and ISLLYC standards is a continuous process based upon the job description and goals and objectives set for each individual administrator.**
- II. A summative evaluation shall be held each year for all administrators. The summative evaluation will be completed by April 15<sup>th</sup> of each year.**
- III. Annually a conference will be held between the evaluator or designee and each administrator to be evaluated to:**
  - A. Review all Formative Conferencing Forms completed during the year.**
  - B. Discuss the summative evaluation.**
  - C. Review the job description of the evaluatee.**
  - D. Discuss the expectations of both the evaluator and the evaluates.**
  - E. Set specific school goals and objectives for the next school year.**
  - F. Develop the Professional Growth Plan**
- IV. Although the evaluation cycle is an annual process, plans for improvement, as well as goals and objectives may be carried into the next evaluation cycle based upon the judgment of the evaluator.**

## Evaluation Appeal Form

### INSTRUCTIONS

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

Employee's Name _____		
Home Address _____		
Job Title _____	Building _____	Grade or Department _____

What specifically do you object to or why do you feel you were not fairly evaluated? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

*I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.*

\_\_\_\_\_  
*Employee's Signature*

\_\_\_\_\_  
*Date*

**-Certified Personnel-****Appeals/Hearings****PURPOSE**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and /or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

**APPEALS**

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

**Appeals/Hearings**

**HEARINGS**

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation of parts of it.
  - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

- CERTIFIED PERSONNEL -

Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

ACCESSIBILITY

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.
3. The Board, if the majority of Board members vote to request such access for lawful District purposes and on advice of legal counsel. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent.
4. Records may be subpoenaed in cases where litigation occurs.



## **REVIEW OF APPEAL PANEL DECISION**

**If the certified staff member requesting the appeal review is not satisfied with the Appeal Committee findings, then a written request for an evaluation review may be made to the Superintendent.**

- 1. Within five (5) working days of receiving the recommendations of the appeals panel, those persons being evaluated may request a review of their evaluation. The request shall be made to the Superintendent in writing after first attempting to work out difficulties with the evaluator.**
- 2. The Superintendent shall set a date and location for the review and notify both the evaluatee and evaluator to be present at the review.**
- 3. In the review meeting the Superintendent shall hear both the evaluator and the evaluatee. Both may also present written information.**
- 4. After the review the Superintendent shall render a written decision and instructions within five (5) calendar days.**
- 5. Any certified staff member who is not satisfied with the decision of the Superintendent may appeal to the Kentucky Board of Education within the guidelines stipulated in 704 KAR 3:345.**

**CLINTON COUNTY  
PREOBSERVATION INFORMATION SHEET**

(This Form Should be Completed by the Teacher Prior to the Observation)

Teacher \_\_\_\_\_

Observer/Position \_\_\_\_\_

School \_\_\_\_\_

Date/Time \_\_\_\_\_

Content Area/Grades \_\_\_\_\_

No. Students w/IEP'S \_\_\_\_\_

No. of Students \_\_\_\_\_

(To be completed by teacher and provided to the observer before the classroom observation.)

Clinton County Standard \_\_\_\_\_

Assessment of Lesson or (Culminating Performance) \_\_\_\_\_

Special/unique situations or circumstances of which observer  
should be aware:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other comments/concerns: \_\_\_\_\_

Professional Growth (Area of Concentration) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Observee's Signature/Date

\_\_\_\_\_  
Observer's Signature/Date

# **FORMATIVE CONFERENCING FORM**

## **ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION**

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_ School \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_ Date of Conference (Analyses) \_\_\_\_\_

(4) Excellent (3) Competent (2) Needs Assistance (1) Unsatisfactory

Standards/Performance Criteria					Professional Growth Activities Discussed
	4	3	2	1	
<b>1: IMPLEMENTS CURRICULUM/ PLANS INSTRUCTION</b>					
1.1 Identifies targeted academic expectations in lesson/unit.					
1.2 Matches activities/learning experiences to academic expectations.					
1.3 Selects appropriate materials/media/technologies for lesson presentation.					
1.4 Includes student activities that address various student learning styles/intelligences/skills.					
1.5 Selects activities that are developmentally appropriate and academically challenging.					
1.6 Includes a culminating activity (performance) that measures the identified academic expectations.					
1.7 Plans activities to make effective use of class/instructional time available.					
1.8 Incorporates performance-based assessments					
1.9 Identifies school and community resources.					
1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline.					
1.11 Involves students, when appropriate, in designing student activities.					
1.12 Designs instructional activities and themes of interest to students.					
1.13 Designs or uses projects, manipulative, and simulations to provide "real-life" experiences.					
1.14 Collaborates with others (students, teachers, parents) to develop, design, and deliver an aligned curriculum to meet the identified needs of students, school, district, and community.					
1.15 Formulates academically relevant and essential questions.					
1.16 Provides for learning experiences that parallel that which students are ready to learn and do.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				

Standards/Performance Criteria					Professional Growth Activities Discussed
<b>2: ORGANIZES LEARNING ENVIRONMENT/CLIMATE</b>	4	3	2	1	
2.1 Arranges environment to accommodate individual, small group, and large-group activities.					
2.2 Alters physical arrangement to match planned activities/students' needs.					
2.3 Maintains a safe/functional environment that minimizes barriers to learning.					
2.4 Arranges instructional materials/media/equipment/technologies to maximize learning opportunities.					
2.5 Maintains positive student-teacher interactions.					
2.6 Displays sensitivity when dealing with students and others.					
2.7 Interacts positively with students, colleagues, parents, and community members.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				
<b>3: PRESENTS INSTRUCTION/GUIDES LEARNING</b>	4	3	2	1	
3.1 Provides/communicates introduction/orientation (e.g., review, organizer, statements of fact, open-response questions, other)					
3.2 Communicates/displays specific learner expectations and desired results.					
3.3 Connects student activities/lesson objectives to "real-life" applications.					
3.4 Includes appropriate uses of media and technologies.					
3.5 Provides multiple perspectives and differing viewpoints when applicable.					
3.6 Provides connections to student activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations.					
3.7 Makes smooth, clear transitions between activities.					
3.8 Provides time and activities for all students to apply knowledge/practice skills.					
3.9 Uses appropriate questioning techniques to assist students in problem solving, in developing critical thinking, and in formulating accurate responses.					
3.10 Poses academically relevant and essential questions during instruction.					
3.11 Uses appropriate response techniques when responding to students' answers in order to maximize learning.					

Standards/Performance Criteria					Professional Growth Activities Discussed
<b>3: PRESENTS INSTRUCTION/GUIDES LEARNING (CONTINUED)</b>	4	3	2	1	
3.12 Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information/practices/procedures.					
3.13 Provides opportunities for individual and cooperative learning experiences.					
3.14 Involves all students in learning opportunities.					
3.15 Emphasizes/repeats essential ideas, concepts, procedures throughout instruction.					
3.16 Brings closure to unit/activity that reinforces learning.					
3.17 Encourages students to apply learning in "real-life" settings.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				

<b>4: ASSESSES LEARNING/INSTRUCTION</b>	4	3	2	1	
4.1 Provides students immediate and specific feedback on a consistent basis.					
4.2 Provides feedback that is meaningful and timely.					
4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices/activities.					
4.4 Uses a variety of assessment techniques to evaluate student performance (open-response items, performance events, portfolio entries, standardized tests, group participation, etc.)					
4.5 Analyzes assessment results to improve/revise instruction.					
4.6 Makes adjustments in assessment and instructional techniques for diversities (social, physical and cultural).					
4.7 Provides opportunities for students analysis of unit/lesson activities (journal reflections, developing scoring guides, etc.).					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				

Standards/Performance Criteria	Professional Growth Activities Discussed			
<b>5: MANAGES STUDENT BEHAVIOR</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5.1 Establishes/maintains behavioral expectations (class rules) of students.				
5.2 Monitors students' behaviors according to local school/district policies and procedures.				
5.3 Reinforces acceptable student behaviors with genuine, specific praise.				
5.4 Holds each student accountable for his/her own behaviors.				
5.5 Manages disruptive behavior constructively while maintaining instructional momentum				
5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences.				
5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.				
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>			

<b>6: COMMUNICATES EFFECTIVELY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.				
6.2 Speaks directly and clearly.				
6.3 Adjusts volume and tone for emphasis.				
6.4 Models correct grammar and pronunciations.				
6.5 Provides clear instructions.				
6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.				
6.7 Displays awareness of space and presence when interacting with others.				
6.8 Maintains positive interactions with others.				
6.9 Makes effective uses of non-verbal cues, expressions, gestures, etc.				
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>			

Standards/Performance Criteria	Professional Growth Activities Discussed			
<b>7: EXHIBITS PROFESSIONALISM</b>	4	3	2	1
7.1 Evaluates self to identify needs for instructional improvement.				
7.2 Develops/review a professional growth plan congruent with school/district/KERA goals and mission.				
7.3 Reviews professional growth plan annually and revises plan as needs/goals change.				
7.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.)				
7.5 Shares instructional materials, information and ideas with colleagues.				
7.6 Strives to improve instruction on a consistent basis.				
7.7 Maintains appropriate confidentiality regarding students' behaviors and performances.				
7.8 Upholds and models Kentucky's School Personnel				
7.9 Encourages professional growth of peers.				
OVERALL RATING FOR SUMMATIVE EVALUATION FORM	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>			
<b>8: MEETS JOB EXPECTATIONS/DESCRIPTIONS</b>	4	3	2	1

8.1 Follows proper channels to address issues and problems.				
8.2 Meets assigned time frames as stipulated.				
8.3 Serves on various school/district committees.				
8.4 Follows school/district policies and procedures including employee time and attendance.				
8.5 Performs other (out-of-class) duties consistent with contract/job expectations.				
OVERALL RATING FOR SUMMATIVE EVALUATION FORM	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>			

Standards/Performance Criteria Professional Growth	Professional Growth Activities Discussed			
<b>9: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY</b>	4	3	2	1
9.1 Operates a multimedia computer and peripherals to install and use a variety of software.				

9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
9.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				
9.9 Designs lessons that use technology to address diverse student needs and learning styles.				
9.10 Practices equitable and legal use of computers and technology in professional activities.				
9.11 Facilitates the lifelong learning of self and others through the use of technology.				
9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
9.13 Applies research-based instructional practices that use computers and other technology.				
9.14 Uses computers and other technology for individual, small group, and large group learning activities.				
9.15 Uses technology to support multiple assessments of student learning.				
9.16 Instructs and supervises students in the ethical and legal use of technology.				
OVERALL RATING FOR SUMMATIVE EVALUATION FORM	Meets <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>		

Evaluator  
Signature \_\_\_\_\_  
Evaluatee  
Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

The signature of the person being evaluated is only an acknowledgment that the evaluation occurred and was discussed with the evaluatee.



\_\_\_\_ Non-Tenured  
\_\_\_\_ Tenured

## SUMMATIVE EVALUATION FOR TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentations.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_  
Evaluator \_\_\_\_\_ Position/School \_\_\_\_\_

Date(s) of Observation(s) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

Dates(s) of Conferences(s) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

	<u>Ratings:</u>	<u>Meets</u>	<u>*Does Not Meet</u>
<u>Teacher Standards:</u>			
1. Implements Curriculum/Plans Instruction		_____	_____
2. Organizes Learning Environment/Cllmate		_____	_____
3. Presents Instruction/Guides Learning		_____	_____
4. Assess Learning/Instruction		_____	_____
5. Manages Student Behavior		_____	_____
6. Communicates Effectively		_____	_____
7. Exhibits Professionalism		_____	_____
8. Meets Job Expectations/Descriptions		_____	_____
9. Demonstrates Implementation of Technology		_____	_____
	<u>Overall Ratings:</u>	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) below:  
(circle number(s) that apply)

1. 2. 3. 4. 5. 6. 7. 8. 9.

Evaluatee's Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To be signed after all information above has been completed and discussed:

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation  
\_\_\_\_\_ Disagree with this summative evaluation

Evaluator:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Opportunities for appeal processes at both the local and state levels are a part of the Clinton County district evaluation plan.

**Employment Recommendation to Central Office:**

\_\_\_\_\_ Meets teacher standards for re-employment \_\_\_\_\_ Does not meet teacher standards for re-employment.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345

Sections 7, 8, 9, and the local district plan. \*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

# FORMATIVE CONFERENCING FORM

## GUIDANCE COUNSELOR

### ANALYSES PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_ School \_\_\_\_\_  
 Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_ Date of Conference( Analyses) \_\_\_\_\_  
 (4) Excellent (3) Competent (2) Needs Assistance (1) Unsatisfactory

Standards/Performance Criteria	Professional Growth Activities Discussed	
<b>1: PROGRAM MANAGEMENT, RESEARCH, AND EVALUATION</b>		
1.1 Define needs and priorities.		
1.2 Determine objectives.		
1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.		
1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plan.		
1.5 Evaluate the program to assure its contribution to the school's mission and goals.		
1.6 Use information systems and technology.		
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>		
<b>2: DEVELOPMENTAL GUIDANCE CURRICULUM</b>		
2.1 Assess the developmental need of students.		
2.2 Address academic expectations and school-to-work initiatives.		
2.3 Prepare students for successful transitions.		
2.4 Evaluate the results of the curriculum's impact.		
2.5 Modify the curriculum as needed to continually meet the needs of students.		
2.6 Guide individuals and groups of students through the development of educational and career plans.		
2.7 Provide guidance for maximizing personal growth and development.		
2.8 Teach the school developmental guidance curriculum.		
2.9 Assist teachers in the teaching of the guidance curriculum.		
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>		

Standards/Performance Criteria					Professional Growth Activities Discussed
<b>3: INDIVIDUAL/SMALL GROUP COUNSELING</b>	4	3	2	1	
3.1 Provide a safe, confidential setting in which students present their needs and concerns.					
3.2 Promote wellness.					
3.3 Respond to crises .					
3.4 Communicate empathy and understanding.					
3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.					
3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).					
3.7 Intervene in problem/conflict situations and conduct follow-up sessions.					
3.8 Respect and nurture the uniqueness of each student.					
3.9 Mediate classroom and student conflict.					
3.10 Empower students to develop and use their resources .					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				
<b>4: CONSULTATION/COLLABORATION</b>	4	3	2	1	
4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.					
4.2 Interpret relevant information concerning the developmental needs of students .					
4.3 Reduce barriers to student learning through direct referred services .					
4.4 Facilitate new student integration into the school environment .					
4.5 Work with teachers to provide support for students in a/crisis situation.					
4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees .					
4.7 Facilitate successful communication between and among teachers, parents, teacher and students .					
4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies .					
4.9 Consult with external community and professional resources.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				

Standards/Performance Criteria					Professional Growth Activities Discussed
<b>5: COORDINATION</b>	4	3	2	1	
5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.					
5.2 Use an effective referral process for assisting students and others to use special programs and services.					
5.3 Identify community agencies for referral of students.					
5.4 Maintain cooperative working relationships with community resources.					
5.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle) .					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				
<b>6: ASSESSMENT</b>	4	3	2	1	
6.1 Participate in the planning and evaluation of the district/school testing.					
6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.					
6.3 Collaborate with staff concerning assessment of special needs students .					
6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.					
6.5 Coordinate student records to ensure the confidentiality of assessment data.					
6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				
<b>7: ADHERES TO PROFESSIONAL STANDARDS</b>	4	3	2	1	
7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board .					
7.2 Adhere to federal/state laws and regulations related to education and child protection .					
7.3 Be responsible for the on-going professional development .					
7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action .					
7.5 Be knowledgeable of the position statements of the American School Counselor Association .					
7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession .					
7.7 Demonstrates punctuality and good attendance for all duties.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				

Standards/Performance Criteria					Professional Growth Activities Discussed
<b>8: DEMONSTRATES PROFESSIONAL LEADERSHIP</b>	4	3	2	1	
8.1 Build positive relationships within and between school and community .					
8.2 Promote leadership potential in colleagues.					
8.3 Participate in professional organizations and activities.					
8.4 Write and speak effectively.					
8.5 Guides the development of curriculum and instructional materials.					
8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.					
8.7 Initiates and develops educational projects and programs.					
8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.					
8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.					
8.10 Write for publication, present at conferences and provide professional development.					
8.11 Work with colleagues to administer an effective learning climate within the school.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				
<b>9: ENGAGES IN PROFESSIONAL DEVELOPMENT</b>	4	3	2	1	
9.1 Establish priorities for professional growth.					
9.2 Analyze student performance to help identify professional development needs..					
9.3 Solicit input from others in the creation of individual professional development plans.					
9.4 Implement knowledge and skills acquired through on-going professional development.					
9.5 Modify own professional development plan to improve performance and to promote student learning.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				

Evaluator  
Signature \_\_\_\_\_  
Evaluatee  
Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

The signature of the person being evaluated is only an acknowledgment that the evaluation occurred and was discussed with the evaluatee.

# SUMMATIVE EVALUATION FOR COUNSELORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_ School \_\_\_\_\_

	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>
Date(s) of Observations(s)				
Date(s) of Conferences(s)				

## Ratings:

### Counselor Standards:

1. Program Management, Research, and Evaluation.
2. Developmental Guidance Curriculum
3. Individual/Small Group Counseling
4. Consultation/Collaboration
5. Coordination
6. Assessment
7. Adheres To Professional Standards
8. Demonstrates Professional Leadership
9. Engages In Professional Development

### Meets

### \*Does Not Meet

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Overall Rating

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

### To be signed after all information above has been completed and discussed:

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation  
 \_\_\_\_\_ Disagree with this summative evaluation

Signature/Date \_\_\_\_\_

Evaluator:

Signature/Date \_\_\_\_\_

Opportunities for appeal processes at both the local and state levels are a part of the Clinton County district evaluation plan.

Employment Recommendation to Central Office:

\_\_\_\_\_ Meets counselor standards for re-employment  
 \_\_\_\_\_ Does not meet counselor standards for re-employment

*Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 Sect. 7,8,9, and the local district plan. \*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.*

**CLINTON COUNTY BOARD OF EDUCATION**  
**Evaluation Plan for Principals and Administrators**  
**STATEMENT OF PHILOSOPHY**

Professional development is a continuous cooperatively planned program to improve the performance of each member and to help him/her become the best professional person possible. This process involves the assessment of strengths and weaknesses of the total staff to develop a plan that will provide positive change in achieving educational goals. The plan would include monitoring procedures and evaluation.

**PROCEDURE AND TIME SCHEDULES FOR**  
**EVALUATION OF PRINCIPALS AND ADMINISTRATORS**

**PRINCIPAL**

The superintendent or designee shall be responsible for the evaluation of principals. He/she may request assistance from other professional staff. Formative Conferencing Form for Administrators will be completed and signed by the evaluatee and superintendent or designee by April 15, of each year.

**ASSISTANT**  
**PRINCIPAL**

The principal shall be responsible for the evaluation of the assistant principal. Formative Conferencing Form for Administrators will be completed and signed by the evaluatee and evaluator by April 15, of each year.

**OTHER CERTIFIED STAFF**  
**EVALUATION**

The superintendent or designee shall be responsible for the evaluation of other certified staff (central office), to include but not limited to, directors, coordinators, and supervisors. The superintendent may, however, request assistance from other professional staff as the role of the evaluatee relates to the evaluator. Formative Conferencing Form for Administrators will be completed and signed by April 15, of each year.

**SUPERINTENDENT**

The superintendent's evaluation process shall be developed and adopted by the local board of education as pursuant to KRS 156.557.

## FORMATIVE CONFERENCING FORM

### Education Administrators

#### ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_ School \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_ Date of Conference (Analyses) \_\_\_\_\_

(4) excellent (3) Competent (2) Needs Assistance (1) Unsatisfactory

Standards/Performance Criteria					Professional Growth Activities Discussed
The education administrator facilitates processes and engages in activities ensuring that:					
<b>1: VISION</b>	4	3	2	1	
1.1 The vision and mission of the school/district is effectively communicated to staff, parents, students, and community.					
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.					
1.3 The core beliefs of the school/district vision are modeled for all stakeholders.					
1.4 The vision is developed with and among stakeholders.					
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.					
1.6 Progress toward the vision and mission is communicated to all stakeholders.					
1.7 The school community is involved in school/district improvement efforts.					
1.8 The vision shapes the educational programs, plans and action.					
1.9 Provides opportunities that encourage collaboration among others in the use of resources.					
1.10 Assessment data related to student learning used to develop the school/district vision and goals.					
1.11 Relevant demographic data pertaining to students and their families are used in developing the school/district mission and goals.					
1.12 Barriers to achieving the vision identified, clarified, and addressed.					
1.13 Needed resources are sought and obtained to support the implementation of the school/district mission and goals.					
1.14 Existing resources are used in support of the school/district vision and goals.					
1.15 The vision and implementation plans are regularly monitored, evaluated and revised.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				



Standards/Performance Criteria	Professional Growth Activities Discussed			
<b>2: SCHOOL CULTURE AND LEARNING</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2.1 All individuals are treated with fairness, dignity, and respect.				
2.2 Professional development promotes a focus on student learning consistent with the school/district vision and goals.				
2.3 Students and staff feel valued and important.				
2.4 The responsibilities and contributions of each individual are acknowledged.				
2.5 Barriers to student learning are identified, clarified and addressed.				
2.6 Diversity is considered in developing learning experiences.				
2.7 Life long learning is encouraged and modeled.				
2.8 There is a culture of high expectations for self, student, and staff performance.				
2.9 Technologies are used in teaching and learning.				
2.10 Student and staff accomplishments are recognized and celebrated.				
2.11 Multiple opportunities to learn are available to all students.				
2.12 The school/district is organized and aligned for success.				
2.13 Curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.				
2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.				
2.15 The school/district culture and climate are assessed on a regular basis.				
2.16 A variety of sources in information is used to make decisions.				
2.17 Student learning is assessed using a variety of techniques.				
2.18 Multiple sources of information regarding performance are used by staff and students.				
2.19 A variety of supervisory and evaluation models is employed.				
2.20 Pupil personnel programs are developed to meet the needs of students and their families.				
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>			

Standards/Performance Criteria					Professional Growth Activities Discussed
<b>3: MANAGEMENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.					
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.					
3.3 Emerging trends are recognized, studied, and applied as appropriate.					
3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.					
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.					
3.6 The school/district plant, equipment, and support systems operate safely, efficiently, and effectively.					
3.7 Time is managed to maximize attainment of organizational goals.					
3.8 Potential problems and opportunities are identified.					
3.9 Problems are confronted and resolved in a timely manner.					
3.10 Financial, human, and material resources are aligned to the goals of the school/district.					
3.11 The school/district acts entrepreneur ally to support continuous improvement.					
3.12 Organizational systems are regularly monitored and modified as needed.					
3.13 Stakeholders are involved in decisions affecting school/district.					
3.14 Responsibility is shared to maximize ownership and accountability.					
3.15 Effective problem-framing and problem-solving skills are used.					
3.16 Effective conflict resolution skills are used.					
3.17 Effective group-process and consensus-building skills are used.					
3.18 Effective communication skills are used.					
3.19 There is effective use of technology to manage school/district operations.					
3.20 Fiscal resources of the school/district are managed responsibly, efficiently, and effectively.					
3.21 A safe, clean, and an esthetically pleasing school/district environment is created and maintained.					
3.22 Human resource functions support the attainment of school/district goals.					
3.23 Confidentiality and privacy of school/district records are maintained.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				

Standards/Performance Criteria (*More than one (1) rating can be checked)					Professional Growth Activities Discussed
<b>4: COLLABORATION</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
4.1 High visibility, active involvement, and communication with the larger community is priority.					
4.2 Relationships with community leaders are identified and nurtured.					
4.3 Information about family and community concerns, expectations, and needs is used regularly.					
4.4 There is outreach to different business, religious, political, and service agencies and organizations.					
4.5 Credence is given to individuals and groups whose values and opinions may conflict.					
4.6 The school/district and community serve one another as resources.					
4.7 Available community resources are secured to help the school/district programs.					
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school/district goals.					
4.9 Community youth family services are integrated with school/district programs.					
4.10 Community stakeholders are treated equitably.					
4.11 Diversity is recognized and valued.					
4.12 Effective media relations are developed and maintained.					
4.13 A comprehensive program of community relations is established.					
4.14 Public resources and funds are used appropriately and wisely.					
4.15 Community collaboration is modeled for staff.					
4.16 Opportunities for staff to develop collaborative skills are provided.					
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>				
<b>5: INTEGRITY, FAIRNESS, ETHICS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
5.1 Examines personal and professional values.					
5.2 Demonstrates a personal and professional code of ethics.					
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.					
5.4 Serves as a role model.					
5.5 Accepts responsibility for school/district operations.					
5.6 Considers the impact of one's administrative practices on others.					

Standards/Performance Criteria					Professional Growth Activities Discussed	
<b>5: INTEGRITY, FAIRNESS, ETHICS:</b> <b>(CONTINUED)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.						
5.8 Treats people fairly, equitably, and with dignity and respect.						
5.9 Protects the rights and confidentiality of students and staff.						
5.10 Demonstrates appreciation for the sensitivity to the diversity in the school community.						
5.11 Recognized and respects the legitimate authority of others.						
5.12 Examines and considers the prevailing values of the diverse school community.						
5.13 Expects that others in school community will demonstrate integrity and exercise ethical behavior.						
5.14 Opens the school to public scrutiny.						
5.15 Fulfills legal and contractual obligations.						
5.16 Applies laws and procedures fairly, wisely, and considerately.						
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>					
<b>6: POLITICAL, ECONOMIC, LEGAL:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
6.1 The environment in which schools/district operate is influenced on behalf of students and their families.						
6.2 Communications occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate.						
6.3 There is ongoing dialogue with representatives of diverse community groups.						
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.						
6.5 Public policy is shaped to provide equality education for students.						
6.6 Lines of communication are developed with decision makers outside the school community.						
<b>OVERALL RATING FOR SUMMATIVE EVALUATION FORM</b>	Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>					

Evaluator

Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee

Signature \_\_\_\_\_

Date \_\_\_\_\_

The signature of the person being evaluated is only an acknowledgment that the evaluation occurred and was discussed with the evaluatee.

## SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observations(s) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

Date(s) of Conferences(s) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

Ratings:

Administrator Standards:

Meets

\*Does Not Meet

1. Vision. \_\_\_\_\_

2. School Culture and Learning \_\_\_\_\_

3. Management \_\_\_\_\_

4. Collaboration \_\_\_\_\_

5. Integrity, Fairness, Ethics \_\_\_\_\_

6. Political, Economic, Legal \_\_\_\_\_

Overall Rating \_\_\_\_\_

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s)

checked below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

*To be signed after all information above has been completed and discussed:*

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation

\_\_\_\_\_ Disagree with this summative evaluation

Signature/Date \_\_\_\_\_

Evaluator: \_\_\_\_\_

Signature/Date \_\_\_\_\_

Opportunities for appeal processes at both the local and state levels are a part of the Clinton County district evaluation plan.

**Employment Recommendation to Central Office:**

\_\_\_\_\_ Meets administrator standards for re-employment

\_\_\_\_\_ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345

Sect. 7,8,9, and the local district plan. \*Any rating in the "does not meet" column requires the development of an individual CAP.

## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

*Review the following standard titles and descriptions of each:*

ISLLC Evaluation Standards for Education Administrators	
1. <u>Vision</u>	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. <u>School Culture and Learning</u>	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. <u>Management</u>	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. <u>Collaboration</u>	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. <u>Integrity, Fairness, Ethics</u>	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. <u>Political, Economic, Legal</u>	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

# Evaluation Standards and Performance Criteria for Education Administrators

*(All performance criteria may not apply to all administrative positions.)*

## Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Performances – The administrator facilitates processes and engages in activities ensuring that:

- 1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community
- 1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1.3 the core beliefs of the school vision are modeled for all stakeholders
- 1.4 the vision is developed with and among stakeholders
- 1.5 the contributions of school community members to the realization of the vision are recognized and celebrated
- 1.6 progress toward the vision and mission is communicated to all stakeholders
- 1.7 the school community is involved in school improvement efforts
- 1.8 the vision shapes the educational programs, plans, and actions
- 1.9 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 assessment data related to student learning are used to develop the school vision and goals
- 1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 barriers to achieving the vision identified, clarified, and addressed
- 1.13 needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 existing resources are used in support of the school vision and goals
- 1.15 the vision, mission and implementation plans are regularly monitored, evaluated and revised

## Standard 2: School Culture and Learning

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Performances – The administrator facilitates process and engages in activities ensuring that:

- 2.1 all individuals are treated with fairness, dignity, and respect
- 2.2 professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 students and staff feel valued and important
- 2.4 the responsibilities and contributions of each individual are acknowledged
- 2.5 barriers to student learning are identified, clarified, and addressed
- 2.6 diversity is considered in developing learning experiences
- 2.7 life long learning is encouraged and modeled
- 2.8 there is a culture of high expectations for self, student, and staff performance
- 2.9 technologies are used in teaching and learning
- 2.10 student and staff accomplishments are recognized and celebrated
- 2.11 multiple opportunities to learn are available to all students
- 2.12 the school is organized and aligned for success
- 2.13 curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 the school culture and climate are assessed on a regular basis
- 2.16 A variety of sources of information is used in making decisions
- 2.17 student learning is assessed using a variety of techniques
- 2.18 multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 pupil personnel programs are developed to meet the needs of students and their families

### Standard 3: Management

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Performances – The administrator facilitates processes and engages in activities ensuring that:

- 3.1 knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 emerging trends are recognized, studied, and applied as appropriate
- 3.4 operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 time is managed to maximize attainment of organizational goals
- 3.8 potential problems and opportunities are identified
- 3.9 problems are confronted and resolved in a timely manner
- 3.10 financial, human, and material resources are aligned to the goals of schools
- 3.11 the school acts entrepreneurially to support continuous improvement
- 3.12 organizational systems are regularly monitored and modified as needed
- 3.13 stakeholders are involved in decisions affecting schools
- 3.14 responsibility is shared to maximize ownership and accountability
- 3.15 effective problem-framing and problem-solving skills are used
- 3.16 effective conflict resolution skills are used
- 3.17 effective group-process and consensus-building skills are used
- 3.18 effective communication skills are used
- 3.19 there is effective use of technology to manage school operations
- 3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 human resource functions support the attainment of school goals
- 3.23 confidentiality and privacy of school records are maintained

### Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Performances – The administrator facilitates processes and engages in activities ensuring that:

- 4.1 high visibility, active involvement, and communication with the larger community is a priority
- 4.2 relationships with community leaders are identified and nurtured
- 4.3 information about family and community concerns, expectations, and needs is used regularly
- 4.4 there is outreach to different business, religious, political, and service agencies and organizations
- 4.5 credence is given to individuals and groups whose values and opinions may conflict
- 4.6 the school and community serve one another as resources
- 4.7 available community resources are secured to help the school solve problems and achieve goals
- 4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.9 community youth family services are integrated with school programs
- 4.10 community stakeholders are treated equitably
- 4.11 diversity is recognized and valued
- 4.12 effective media relations are developed and maintained
- 4.13 A comprehensive program of community relations is established
- 4.14 public resources and funds are used appropriately and wisely
- 4.15 community collaboration is modeled for staff
- 4.16 opportunities for staff to develop collaborative skills are provided



### **Standard 5: Integrity, Fairness, Ethics**

**A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner**

**Performances – The administrator facilitates process and engages in activities ensuring that:**

- 5.1 examines personal and professional values
- 5.2 demonstrates a personal and professional code of ethics
- 5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 serves as a role model
- 5.5 accepts responsibility for school operations
- 5.6 considers the impact of one's administrative practices on others
- 5.7 uses the influence of the office to enhance the educational program rather than for personal gain
- 5.8 treats people fairly, equitably, and with dignity and respect
- 5.9 protects the rights and confidentiality of students and staff
- 5.10 demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 recognized and respects the legitimate authority of others
- 5.12 examines and considers the prevailing values of the diverse school community
- 5.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 opens the school to public scrutiny
- 5.15 fulfills legal and contractual obligations
- 5.16 applies laws and procedures fairly, wisely, and considerately

### **Standard 6: Political, Economic, Legal**

**A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

**Performances – The administrator facilitates process and engages in activities ensuring that:**

- 6.1 the environment in which schools operate is influenced on behalf of students and their families
- 6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3 there is ongoing dialogue with representatives of diverse community groups
- 6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5 public policy is shaped to provide quality education for students
- 6.6 lines of communication are developed with decision makers outside the school community

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.

## INDIVIDUAL CORRECTIVE ACTION PLAN for

Date \_\_\_\_\_ Work Site \_\_\_\_\_

Standard No.	Present PG Rating	Growth Objective/ Goal(s) (describe desired outcome)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Individual Corrective Action Plan Developed		STATUS: Achieved _____ Revised _____ Continued _____	
_____ (Evaluatee's Signature)	_____ (Date)	_____ (Evaluatee's Signature)	_____ (Date)
_____ (Evaluator's Signature)	_____ (Date)	_____ (Evaluator's Signature)	_____ (Date)

\*Professional Growth Plan Stages:

# INDIVIDUAL PROFESSIONAL GROWTH PLAN

for \_\_\_\_\_

Date \_\_\_\_\_ Work Site \_\_\_\_\_

Needs Assessment	Present PO Stages	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives	Target Dates for Completion

Employee's Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This individual professional growth plan is aligned with the school improvement/transformation and/or professional development plans of the school/district.

Individual Growth Plan Developed:		Annual Review: Achieved _____ Revised _____ Continued _____		
_____	_____	_____	_____	_____
(Employee's Signature)	(Date)	(Employee's Signature)	(Date)	
_____	_____	_____	_____	_____
(Supervisor's Signature)	(Date)	(Supervisor's Signature)	(Date)	

\*Professional Growth Plan Stages:  
 O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact